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ABSTRACT

The Institute of Adult Education (IAE) of the University of Dar es Salaam has, as its first priority, to provide extensive, as well as intensive, training to teachers and administrators of adult education. The training programs are divided into three categories: the Diploma Course, covering five compulsory subjects; training courses conducted in cooperation with other institutions; and teaching assistance in seminars. Principles that form characteristic features of the training activities are: (1) adult education as an instrument for rural development; (2) cooperation as an attitude of mind; (3) making use of participant's experience; and (4) bridging the gap between theory and practice. Plans for the future include improvements in the diploma program, evaluation procedures, examination system, political education, field assignments, women students, in-service training, and long-term planning. (DB)

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EDUCATION & WELFARE
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Third Conference

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INTRODUCTION

The task of adult education in Tanzania is an enormous one. Consequently, the training of adult educators is a crucial necessity. In this paper we intend to explain and discuss the role of the Institute of Adult Education (IAE) of the University of Dar es Salaam in connection with training of teachers and administrators of adult education. We will look at this theme in a wider perspective and in the context of the task of adult education in general in this country, of which training of adult educators is one facet. Therefore, we will first briefly outline the role and purpose of adult education in Tanzania or, in other words, explain what we are training adult educators for; second: look at a cross-section of IAE's training programmes; third: discuss some basic principles in the training; and last: discuss some possibilities for the future.

The emphasis will be on the last two sections; and in the discussion of principles and approaches in training our main concern is to narrow the gulf that tends to separate an academic institution from the life of the ordinary man.

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THE ROLE AND PURPOSE OF ADULT EDUCATION IN TANZANIA

About 75% of Tanzania's population is illiterate and this population is scattered over a wide area. Universal education has not yet been achieved and in a developing country like Tanzania, this lack of universal education results in a growing gap between the educated and the unschooled. The lack of universal education is due to limited financial and manpower resources of the country. Only about 50% of the children get places in primary schools and only one eighth of the primary school leavers get places in secondary schools. This means that a large education and communication gap emerges between those receiving some education and the majority of adults and many children who have never experienced any formal education of any kind.

This gap is also reflected in the existence of a very small well-to-do elite, while the majority of the population is very poor. The Arusha Declaration and a strong TANU and Government policy on Ujamaa emphasize that Tanzania is determined to reduce the gap that exists between a few privileged and the mass of peasants and workers. Unless ways are found to spread the knowledge and skills needed for modernization to the people, the goals of development will not be achieved.

Manpower experts and educational planners are now increasingly recognizing the importance of adult education in a developing country. Philip Coombs, Head of Institute of Education Planning, a United Nations body, stated the case when he declared that:

> "The poorer countries now face a priority task of nonformal (adult) education which years ago confronted today's industrial countries. It is to bring the vast numbers of farmers, workers, small entrepreneurs and others who have never seen the inside of a formal classroom - and perhaps never will - a spate of useful skills and knowledge which they can promptly apply to their own and their nation's development."

The training of highly skilled manpower used to be a top priority for educational investment in developing countries. Now it is becoming more and more apparent that education must be given to peasants and workers as well. And Tanzania accepts this argument.

President Nyerere, in an official declaration to Parliament during the inauguration of the First Five Year Development Plan, (1964 - 69) said:

> "First we must educate adults. Our children will not have an impact on our economic development for five, ten, or even twenty years. The attitudes of the adults, on the other hand, have an impact now."

To explore the task of adult education in Tanzania further, the Arusha Declaration and the Second Five Year Development Plan have put the emphasis on rural development, since 95% of the population lives in rural areas and because the economy of the country depends primarily on agriculture. If rural development is to take place, many more peasants and their families must improve their farming methods as well as their living conditions. The demand for raising the level of agricultural productivity among subsistence farmers must therefore be based upon a programme of adult education that will provide the skills and knowledge which are immediately useful and relevant.

Until quite recently, literacy classes formed the nucleus of adult education in rural development. A recent change, described in the Second Five Year Plan, is to focus attention upon rural development and thereby working with the illiterate adult in subjects other than literacy classes alone:

> "The main emphasis in adult education in this plan will be on rural development. It will include simple training in agricultural techniques and craftsmanship, health education, housecraft, simple economics and accounting and education in politics and the responsibilities of the citizen .... Literacy will be included in response to popular demand, as people become aware of its functional importance."

This change of emphasis has arisen out of the experience gained in Tanzania, and in many other developing countries that a primary focus upon literacy is an ineffective approach to the rural masses. At the same time, however, a new approach to teaching literacy, namely the concept of functional literacy or work-oriented literacy is being developed in a UNESCO co-sponsored experimental project in the Lake Regions of Tanzania.

Furthermore, in a rapidly changing society like Tanzania, the relationship between the speed with which changes occur and the

ability of its people to accept the changes is very important. When political, economic and social changes occur, people must be ready for them. They should be able to receive and accept new ideas, and to make the necessary adjustments as fast as possible. If this does not happen, development is greatly slowed down. People must see the need for the change, see it in its wider context of other changes and understand why it is happening. All this means that there is an urgent need for receiving knowledge of the world, the arts and skills that exist. They must be able to think and reason and understand and take up leadership roles at various levels.

Turning more specifically to political education, there is no doubt that for effective nation building and mobilization of the people for development, all citizens need political education. In particular, Tanzania in its effort to create a democratic socialist society must educate its citizens at all levels on its basic ideas and political principles. Through effective political education, citizens can be helped to learn how to discuss political questions, evaluate decision-making of the Party and Government and to help promote reforms that are in the public interest.

To sum up the foregoing brief analysis of the task of adult education in Tanzania, it is very evident that adult education has a unique role to play. It is obvious that adult education has a very wide scope and purpose in the political, economic, social, cultural and personal development of all Tanzanians. And in planning adult education, one has to be aware of its place in the total plan of development that Tanzania has embarked upon.

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THE IAE's PRIORITY IN TRAINING

Having examined the role and purpose of adult education in Tanzania, it is now apparent what the adult educators are being trained for. Our foregoing analysis has further shown us that in order to carry out the challenging task of adult education, there is a great demand for adult educators - trained adult educators at various levels. And the term "adult educators" includes teachers as well as organisers and administrators of adult education. Hence, the first priority of the Institute of Adult Education is that of providing extensive as well as intensive training in adult education. By providing this training the Institute is making an indirect contribution towards mass education.

The Adult Education section in the Second Five Year Plan also puts a priority on the training function of the Institute. And among the official Aims and Objectives of the Institute, the very first one is "to train teachers and administrators of adult education."

A CROSS SECTION OF IAE's TRAINING PROGRAMMES

The Institute's training programmes in adult education can be divided into thr e main categories. The fi rst category is that of the Institute's two regular training courses at the University, namely, the Diploma Course in Adult Education and Adult Education Option for Third Year Education students. The Diploma Course is a full-time residential course lasting one academic year. The course is designed to provide professional training in adult education for people already working in the field of adult education in Tanzania, including rural development and extension services. To illustrate the kind of people who study in such a course, the 1970/71 Diploma Course drew 8 students from the Ministry of National Education, 5 from the Ministry of Regional Administration and Rural Development, 3 from the Ministry of Agriculture, Food and Cooperatives, 2 from TANU, 2 from Tanzanian People's Defence Forces, 1 from the Prison Services, 1 from the Ministry of Information, 1 from National Service and one from the Institute of Adult Education.

The syllabus of the Diploma Course is aimed at providing the students with skills and attitudes in (i) the adult teaching and learning process, (ii) the planning, administration and evaluation of adult education programmes, (iii) social and economic aspects of development in Tanzania that are vital in adult educatinn activities, (iv) policy, organisation and resources in education in Tanzania and (v) political education. There are 5 subjects, all compulsory. The main subjects are Adult Learning and Methods of Teaching Adults including Mass Media and Teaching Literacy, Planning and Administration of Adult Education Programmes and Rural Development. These subjects are taught through all the three terms with a total of 122 teaching hours per subject. History and Philosophy of Adult Education is a minor subject, with 48 teaching hours during the first term, and so is Political Education with 46 teaching hours. In addition to the classroom teaching of these subjects, a lot of field work (including some in ujamaa villages) is organised particularly under the subjects of "Rural Development" and "Planning and Administration".

The second main category of training programmes that the Institute carries out are those training courses that are conducted in cooperation with other institutions. Examples of such courses are numerous but a glance at two or three samples will highlight the kind of people being trained and the kind of courses being offered that are geared to achieving specific objectives in a given field of adult education. For example, at the beginning of 1970 there was a 2½ month training course in adult education for 60 District Education Officers in charge of Adult Education, organised jointly by Kivukoni College, the Ministry of National Education, and the Institute. This course was a crash course designed to train people in planning, administering and coordinating adult education programmes in their newly created roles is District Education Officers (Adult Education). These posts were created as a result of the establishment of a new and separate Directorate of Adult Education in the Ministry of National Education. Most of the participants before their new appointment as DEOs (AE) were Head-teachers of primary schools with considerable experience in the field of adult education. 6 months later, after having gained new experience in their new roles, these DEOs (AE) were gathered together for a 2 week follow-up course.

To take further samples of training courses in adult education, a good number of courses , regional and district levels have been organised for Head-teachers of primary schools in conjunction with the Ministry of National Education. According to the Second Five Year Plan, every primary school should be a centre for organising adult education for the community around that school. The general responsibility for the adult education activities of the centre rests with the Head-teacher and it is the duty of the Head-teacher to ascertain community needs, to find suitable instructors and to arrange classes. And so the training courses for the Head-teachers have been geared to enable them to perform their assigned duties in adult education. The main subjects taught at those courses have been Psychology of Adult Learning, Planning and Administration of Adult Education Programmes, Methods and Techniques of Teaching Adults, and use of Mass Media. In all these courses special attention was paid to programmes in rural areas, and the approach was strictly practical.

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One Day and Two-Day courses have been organised, designed for training

people in the methods of teaching literacy to adults. The groups of participants trained in such courses have been varied: primary and secondary school teachers, secondary school students, National Servicemen, and other volunteers such as Hospital staff and the like. In most cases the need for such training has arisen as a result of specific literacy projects being started in a given place or organisation.

In the third category of the Institute's training courses, teaching assistance has been given at a variety of seminars conducted by other institutions. To take just a few examples, the Institute has been invited to teach in Political Education Seminars, Workers' Education Seminars and Co-operative Education Seminars. In all these seminars the Institute's concern has been to teach Adult Education methods in order to prepare the participants to become effective adult educators in their respective fields of specialization.

SOME PRINCIPLES IN THE TRAINING

After the descriptive sections above we will make explicit some of the principles which we are trying to apply in all our training activities and which we believe are fundamental for achieving our generalized aims. This is not to say that other principles do not exist but we will restrict ourselves to talking of those which taken together underline some of the characteristic features of our training activities. The first is concerned with the content, the rest mainly with methods.

Adult Education as an instrument for rural development

There does exist a lot of confusion about the present role of adult education in Tanzania. For the majority of people adult education may still just mean literacy classes, for others it is the same as political education, for still others public lectures. As has been explained above its main role is to promote development and a better standard of living for the masses, and if any group of people should be clear about this, it must be the adult educators themselves. Therefore, we allocate time in our regular courses for explanation and discussion of this concept.

In connection with this we have also found it necessary to explain the administrative structure for adult education which

has been set up to effect a smooth coordination between institutions and officers involved. This is done mainly for the following reasons: (i) the structure is new and many people seem to have interpreted it to mean that adult education is a responsibility for the Ministry of National Education only. (ii) the main function of the structure is to support, coordinate and give service to adult education activities. The adult educators must therefore be made aware of what this means to them in practical terms, to effect the best use of resources available.

Cooperation as an attitude of mind

Coordination and cooperation do not come automatically with the establishment of an administrative machinery, posting of officers and distribution of new responsibilities. Before it really works this approach must be accepted by the individuals who are functioning in the structure: and not only accepted at an intellectual level as a piece of knowledge. It is equally important, or perhaps more important, to get the new approach accepted as an attitude of mind. How to prepare people for that? Of course, there is no general answer to this question, but we can give a couple of examples of methods which we believe can promote this attitude.

One way is to arrange seminars with participants from different institutions, instead of having separate seminars for head-teachers, cooperative officers secondary school teachers, etc. This approach has been tried, especially at one of the Institute's regional centres with, as far as we can understand, good results. Special sessions have been set aside, where a representative from each of the participating organisations has had an opportunity to present his organisation's educational activities, teaching materials, staffing, problems, and answered questions.

It has been surprising to notice how little the participants have known about other institutions' educational activities and at the same time also how keen they are to learn about them once they are given the opportunity. Another effect of these seminars has been that people from different organisations have come to know each other, made friends, and in this way made future contacts

and collaboration easier.

We often use group work as a teaching method, and when we have participants from different organisations, we divide them into heterogenous groups. We have found this particularly important when they are dealing with practical questions, for example how to find resources for a given course. In such a case, each participant tends to suggest resources from his own organisation and in this way the group members teach each other, at the same time as they solve a problem together. We believe that such experiences make them realize that cooperation and the pooling of different experiences together is an efficient way of solving practical problems in adult education.

Making use of participant's experience

Most of the participants in our training courses have some direct experience of adult education - as adult students, or teaching adults, or in organising classes, etc. In addition they often have a vast knowledge of why adults may be reluctant to join classes or why they drop out. They know traditional customs and habits and what people consider as important in life; they have experience of how to influence people, etc. They bring, in other words, a vast fund of experience and knowledge with them to the classroom, and there are many valid reasons for making use of these.

In our training we teach the students how to use methods like the Discussion Method, Case Study, Role Play, etc., all aimed at making the participants contributive. To teach such methods without actually making use of them in practice is just in vain. We must practice what we preach.

Secondly, there is often a lack of relevant or adequate teaching materials. The books available are often written by educators with experience only from industrialized societies and also written for these societies. Therefore, in many cases the participants themselves can bring up aspects of a problem more relevant to Tanzania, produce more useful ideas on how to plan a certain course or on how to motivate and recruit participants, than can be learnt from text books. The crucial

question for the tutor is to be sensitive about how to provide the participants with opportunities to organise and articulate their experience.

Thirdly, it is often the case that the tutor does not have enough experience in the field he is teaching. He may be an expatriate with only a few months experience in Tanzania, or a Tanzanian who is quite new in his job. And Tanzania is a big country in which the cultural, geographical and historical conditions differ greatly, which means that what may be a successful approach in one part of the country does not work at all in another part. In cases like these, a dialogue between the tutor and the participants can bring about much more relevant points, than when the tutor relies solely on himself.

But although this principle may be well accepted in theory, it is being applied with reluctance in adult education. In a discussion with the Diploma Course students the following reasons for this reluctance were given.

Firstly, the majority of adult educators have been not only trained to use the traditional lecture method but also practised this for years. To adopt new methods means therefore to break down well established habits, and that is not done over-night. Secondly, the lecture method provides the teacher with a feeling of security and status. When he himself is preaching all the time, he is protected from bothering questions and challenging comments, and he will gradually build up an image of himself as a man of outstanding knowledge. Thirdly, it was pointed out, that many people expect the teacher to lecture. The teacher is expected to know everything and is supposed to have "all the answers". This is his traditional role, and if he does not stick to that, he creates confusion and frustration.

Bridging the gap between theory and practise

Formal education often tends to be theoretical and abstract, it tends to remove from rather than to integrate the person in his society. This tendency in formal education is present in our training courses, less so in short courses with participants who have already been given a specific responsibility in adult

education (e.g. Headmasters and Education officers) and more for example in the Diploma Programme. And the tendency will be still stronger in a Degree Course, probably.

To avoid this danger it is important to make the students aware all the time that the classroom is an artificial world and that the books only indirectly reflect the realities. Or, to put it the other way around, books and lectures and discussions should be looked upon as tools which can help to solve problems and promote development. But they should not be understood as ends in themselves. The real situations must be in focus, with possibilities for identification, analysis and problems solving. One obstacle to this approach is a tendency among the students to look at concepts and definitions as absolute entities, as if they existed in a world of their own, and were not tools for an easier understanding of the world. (Another obstacle is the fact that many students have academic ambitions. They want, for example, to prepare themselves for University by Mature Age Entry Examinations, which means that the meaningful exercises are the theoretical ones.)

The scheme for Field Assignments in our Diploma Programme is an example of how emphasis can be put on <u>real situations</u>. Four substantial field assignments were conducted during the last course. During the first term the students carried out a survey of adult education institutions in Dar es Salaam area. The students worked together in groups of two, and each group visited one or two institutions dealing with adult education. Altogether 16 institutions were surveyed, e.g. community centres, primary schools, factories. The main objects were to understand the present functions of the institutions, their problems and possibilities. The students reports were then discussed in class to make it possible to exchange experiences gained.

Some of the main topics in the course in Rural Development were planned tolead up to practical field work in rural areas. During the first vacation the students spent ten days in ujamaa villages, working with the peasants, observing political organisation, social and economic planning and progress. Their findings were written up, circulated and discussed at seminars. During the second term the students made a one-week baseline study of Tenboni

Village, about 25 miles from Dar es Salaam, in cooperation with Kibaha Education Centre. The main aim was to evaluate Kibaha's impact on Tenboni Village.

The fourth project consisted of individual assignments related to the students' future work. Each student had to select a specific topic, which involved reading, practical field enquiries (carried out during the second vacation) and a substantial written report of findings. Some examples of topics: "How does an established ujamaa village recruit new members?" "How to organise adult education classes at Primary Schools in rural areas - some cases." "Village level study of nutrition." "Habits, customs or beliefs preventing the full use of specific available food stuf. "How to organise adult education classes in factories."

According to the evaluations carried out so far, nearly all students have found these projects useful. Typical expressions are: "I came to know of institutions which I had never dreamt of palyed an inportant role in adult education"; "We saw the real thing"; "We participated."

One of the most encouraging observations in connection with these projects was that some of the students continued to keep in touch with the institutions they had surveyed. For example, three of them, who had made a survey of a zone in Dar es Salaam, then helped to organise adult classes at one of the institutions in that zone. They attended the planning meetings, assisted with teaching materials, etc. One student has continually visited the ujamaa village he stayed in during the first vacation and he selected a topic for his specialization so as to be able to stay in the village also during the second vacation.

From the point of view we are discussing here it is important not only that the students are kept in touch with the field realities; it is equally important for the tutors, especially in Dar es Salaam. If a tutor is confined all the time to university teaching and administrative duties in this urban and therefore unrepresentative area of Tanzania he will become more and more alienated from the realities of rural life he is preparing his students for. We therefore believe that it is of fundamental

importance for a trainer in adult education at University level to be continually in touch with adult education activities in rural areas. A minimum is that he should be involved in teaching at short courses outside Dar es Salaam as often as possible and also take part in field research projects.

The opportunities of making use of "real situations" are usually limited, and the main part of the training has to be done in the artificial setting of the classroom. But the possibilities of bridging the gap between theory and practice are still numerous. Case Studies and Role Playing can be used as useful substitutes for "real situations". Opportunities for the students to practice and apply what they learn can usually be organised every time a new method, procedure or technique is introduced. These methods and approaches promote flexibility and a readiness to deal with unanticipated situations, things which we believe are necessary qualities for an adult educator.

We have also found it important to include training of practical skills for the daily work of planning and administration. From post-course evaluations we know that exercises like Preparations for a meeting, Enrolment procedures, Construction of questionnaires, evaluation forms and checklists, Conducting interviews and Lesson planning have been assessed as the most helpful things in the training.

Lastly, a nearly indispensable link between the classroom and the field, between the trainer and the trainees, is the establishment of communication with the participants after a course. We distribute "SASA" (a periodical published by IAE) to those who have participated in our regular courses and invite them to contribute to this periodical and we have organised a few follow-up courses. But much more could be done in terms of follow-up courses, visiting and evaluation.

SOME IMPLICATIONS AND POSSIBILITIES FOR THE FUTURE

1. The Diploma Programme

It is apparent that there was and there still is a real need for training at this level in Tanzania. In the first course,

1969/70, we had 23 students, representing 9 sponsoring institutions. The corresponding figures for the last course were 24 and 9. At the time of writing this paper we are still in the process of getting applications, but the trend is quite obvious. So far 3 ministries have asked for places for 24 students (last year these ministries together sponsored 16), which means that for the next course we will probably get 30 - 35 sponsored students. The same tendency is also clear from a "Study of the Need for University Trained Personnel in the Field of Adult Education", carried out early this year by IAE's Research Department. 36 organisation heads were asked if there was a need for university level training for adult educators in their organisations. For studies at Diploma level they were willing to release and sponsor 37 from their present staff (there are 21 additional requests from the Cooperative Education Centre at an unspecified level, but most likely at diploma level). For future staff they indicated a need for training 52 at diploma level in the next 5 to 10 years. On the other hand it was quite clear from the study that very few organisations are prepared to sponsor their staff members in any other kind of university adult education course.

i. Evaluation

The two Diploma Courses have been evaluated at the ends of terms and courses by both students and tutors. On this basis it has been possible to continually improve the programme. But so far no evaluation has been carried out in the light of student's and sponsoring institution's experiences after the courses. We hope, however, that such an evaluation will be conducted during the next academic year.

ii. Examination System

The examination System is inadequate and needs to be improved. In the first course 70% of the marks were awarded on the basis of Final Examinations and 30% on the basis of course work. For the last course the University authorities approved a proposal to change to 60% and 40% respectively. We are of the opinion, that too much emphasis is still put on the Final Examinations in a course which includes field assignments and practical exercises to such a high extent. As it stands now, the arrangements for

the final examinations also mean that 5 weeks have to be set aside in the last term for examination purposes (3 weeks for review and 2 weeks for actual examinations). But before any changes can be proposed a real effort mustbe made to design more adequate instruments for assessment of Course Work. Then we hope to be in a position to design and suggest an examination scheme in which most of the marks will be awarded on the basis of actual work done during the whole year and only a smaller number on the basis of final examinations.

iii. Political Education

During the first course it became more and more clear that one subject was missing - Political Education. As a remedy the students got a two weeks condensed course after the examinations. In the last course the subject was included in the regular syllabus, being taught 2 hours a week and included in the final examinations. It is apparent from experience so far that the course has come to stay, and following demands from students we propose an extended course for next year. As was the case last year, the syllabus will be worked out in cooperation with TANU's Political Education Department.

iv. Field Assignments

The experiment with an extended programme for field assignments during last year proved to be useful, as has been discussed above. We are convinced that one of the most urgent improvements that can be made now is to develop this still more, in terms of planning in cooperation with other institutions, supervision and follow-up. One project under way is to involve students at an early stage in the course in a survey of the needs and opportunities for adult education activities around the Hill. If then a comprehensive programme got off the ground, students could assist as organisers and teachers throughout the course. In this way they would be provided with opportunities for observation, practise and evaluation. And not only that, the project would be a real example of how a university project can be designed to serve the people in their immediate community. The university itself will gain from such an involvement. An interesting example of a similar project was reported by Mr. Malcolm S. Adiseshiah in his Inaugural Address to the Conference on Continuing Education of Universities in Asian and South Pacific Region at Madras University, 1970:-

"Ahmednagar College in India has since 1961 run a comprehensive rural area extension programme involving literacy teaching, construction of materials facilities, improvement of agricultural tec niques, the establishment of cooperatives at the production level, and the provision of family planning clinics. Students are involved in the project and receive diplomas in community development. A report from 1967 states that there has been a definite improvement in the processes of teaching and learning, especially in the social sciences, due to the direct confrontation and involvement of both faculty and students in the problems of the surrounding society."

v. Women Students

In the first course there were 3 women (total number of students 23) and in the second 1 (24). Sponsoring ministries apparently do not select women for this course and voluntary organisations concerned with women's education cannot afford to sponsor them. With our belief that women's education is crucial in Tanzania, the small proportion of women in the courses constitutes a serious problem which should be discussed with sponsoring institutions. One of the efforts being made is to make scholarships available for qualified applicants from voluntary organisations.

2. In-service Training

The IAE's training courses have increased rapidly in number during the last couple of years. At the same time the need to provide other institutions, which are conducting training in adult education, with teaching assistance has also increased. This trend has been very satisfying for the IAE, but to be able to expand further in this direction we must also increase our own teaching capacity. So far this has been done by recruitment of expatriates and sending Tanzanians abroad for studies. We have now started to look at this problem in terms of intensified in service training at home.

The start was made in February this year with a seminar on How to Teach Literacy. The reason for giving first priority to liteaacy was in anticipation of requests to IAE to train Literacy Teachers for the six Districts, where illiteracy is supposed to be eradicated by December this year. All tutors and organisers took part, and so far it has been possible to carry out the training we have been requested to conduct.

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The next seminar will be held at the end of April, and this also has been designed to meet anticipated requests in the near future. Before the end of the year the IAE will probably be involved in training of trainers for a group study campaign that is intended for a very great number of individuals in organised study groups. Most time has therefore been allocated to Study Group Techniques in the Seminar.

When it comes to in-service training at post-geaduate level the practice so far has been to send tutors overseas. This will probably continue over a period of time, but we are in favour of the idea that post-graduate studies and research should be done in Africa. First of all, because the studies can be made much more relevant to Tanzanian society. Secondly, the research involved could be a real contribution to a better understanding and knowledge of what's being done in the continent.

As a first step in this direction the IAE has submitted a list of possible research projects in the field of adult education in Tanzania to the Department of Education, University of Dar es Salaam. Further, efforts are being made to interest international aid-giving institutions in providing scholarships for research and study visits in adult education projects in Africa.

Long Term Planning

Past experience has shown, that the courses IAE has conducted and assisted in cooperation with other institutions have been planned on a very short term basis. This has resulted in irregularities in the tutors' teaching load, which in its turn has meant that the teaching capacity has not been utilised in a rational and systematic way.

As training activities keep on increasing, more tutors are involved and more teaching materials have to be prepared in which the lack of long term planning turns out to be a real obstacle to efficient utilization of the teaching capacity. Therefore, the IAE has made contacts with various institutions, suggesting ways and means for establishing planning on at least a six months basis. Already, some institutions have responded to the call and arrangements are being made to offer our training services to these institutions on a long term basis.

CONCLUDING REMARKS

At the beginning of this paper we tried to demonstrate that the role of adult education in Tanzania is to serve the needs of a developing socialist country. With some examples of the IAE's training activities and through a discussion of some of the principles involved in this training we have indicated some ways and means by which training of adult educators might be geared to serve those same needs. In search of relevance to the real problems of the people our approach in this adventure must be pragmatic. This has still to be done to a great extent by "trial-and-error", but with conscious and continued efforts a vital contribution can be made, not only to the benefit of the IAE's training activities but to the benefit of the society as a whole.

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